ED 021 821 24 SP 001 633

By: Norton, Daniel P.

EXPERIMENTAL DESIGN FOR LOCAL SCHOOL DISTRICTS (JULY 18-AUGUST 26, 1966). FINAL REPORT.

Indiana State Univ., Terre Haute.
Spons Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No: BR-6-1755
Pub Date: 10 Oct 66
Grant: OEG-6-1755
Note: 23p.
EDRS Price MF: $0.25 HC: $1.00
Descriptors: *EDUCATIONAL RESEARCH, *INSTITUTES (TRAINING PROGRAMS), PROGRAM EVALUATION, QUESTIONNAIRES, *RESEARCH METHODOLOGY, *SCHOOL PERSONNEL.
Identifiers: Indiana State University

A 6-week summer institute on experimental design was conducted for public school personnel who had been designated by their school administrations as having responsibility for research together with some time released for devotion to research. Of the 32, 17 came from Indiana, 15 from 12 other states. Lectures on statistical principles of design and conceptual aspects of design were accompanied by seminars prepared by staff and participants. To provide for individual needs, lecture attendance was not required, and seminars were arranged on a somewhat day-to-day basis. Staff members acted as consultants, encouraging trainees to focus on design problems of interest to them, of value as learning experiences, and of potential use to the field of education as a whole. Statistical analysis of data from trainee questionnaires indicates that (1) trainees felt that no part-time inservice program could provide the same benefits as the 6-week institute, (2) they favored a flexible scheduling approach which emphasizes competent consultation over formal lecture, and (3) they considered the institute worthwhile and their performance adequate. There is indication that more care should have been taken to make the work of the consultants an integral part of the program. Future programs need more time for publicity and candidate selection. Appended are publicity materials and the evaluation questionnaire. (JS)

BR-6-1755
PA-24

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FINAL REPORT
Grant No. 6-1755

EXPERIMENTAL DESIGN FOR LOCAL SCHOOL DISTRICTS

October 10, 1966

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

SP001633
ED021821

FINAL REPORT
Grant No. 6-1755

EXPERIMENTAL DESIGN FOR LOCAL SCHOOL DISTRICTS

October 10, 1966

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

Experimental Design for Local School Districts

Grant No. 6-1755

Dr. Daniel P. Norton,
- Program Director -

The training program reported herein was conducted pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment of the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Indiana State University

Terre Haute, Indiana 47809

Orientation of Program

The program was a 6-week institute on experimental design for elementary and secondary school personnel conducted from July 18 through August 26, 1966.

Thirty-six applicants were accepted for attendance. Medical and personal reasons led three to drop at the time the institute began. Attendees represented 12 states with the largest number (17) from Indiana. All were employed by puplic or parochial elementary or secondary school systems at the time of their acceptance, and each had been designated by his school administration as having responsibility for research together with some time released for devotion to research.

The following objectives were specified at the beginning of the program:

1. Define the expected outcomes of educational practices in terms of observable behavior.

2. Locate previous research relevant to contemporary problems, accurately interpret (explain) the results, and apply their findings.

3. Select the most valid experimental design for evaluating an educational practice that is feasible within the limits of his situation.

4. Perform the experimental operations consistent with the design that has been selected.

5. Select the most appropriate statistical procedures for analyzing the experimental data.

6. Perform the necessary statistical analyses using the most appropriate computing vehicle (by hand, desk calculator, punch card processing, electronic data processing) depending upon the extent of the data or the complexity of the analyses.

7. Write up the results of his experiment in a standard form suitable for dissemination to various audiences.

8. Use the results of his experiments as a basis for further experiments.

9. Consult appropriate specialists for advice where needed at all stages of the research.

Description of the Program

The program was built around lectures on two topics: (1) statistical principles of design, and (2) conceptual aspects of design. Formal lectures on those topics were accompanied by seminars prepared by staff and attendees. Seminars were arranged on a somewhat day-to-day basis in response to requirements as perceived by the staff and attendees.

At no time were attendees required to be present at any of the sessions where formal presentations were made. All were encouraged to determine for themselves which sessions were most likely to be of value to them and to arrange their daily schedules to fit what they perceived to be their needs. Nevertheless, all or a high majority attended almost all formal sessions.

Dr. Desmond Cook was present the first two days as a consultant. He familiarized attendees with principles of Project Evaluation and Review Technique (PERT) while the staff attempted to make adjustments in their plans to better meet the heterogeneity of attendee needs which had become evident. In particular, it was necessary to revise plans for presentation of statistics and design lectures because of a greater range of readiness for quantitative discussions than had been expected. The adjustments which were made led to initiation of two levels of instruction in statistics for the first four weeks and reduction of emphasis upon statistics in design lectures.

The text by Edwards, Experimental Design in Psychological Research, was the basic text for statistics lectures. At the same time, philosophical and applied aspects of experimental design focussed on (a) the Campbell and Stanley Chapter of the Handbook of Research on Teaching, (b) the viewpoint of Margenau and other encyclopedists of unified science, and (c) critiques of articles selected from the periodical literature which illustrated important applications and mis-applications of design principles.

Except when consultants were present, the typical day consisted of 1-1$\frac{1}{2}$ hour lectures in statistics and design, a seminar on an additional topic judged to be of potential value at the time, and continual availability of one or more staff members for consultation. An attempt was made to increase the independence of attendees over time. During the first week an attempt was made to familiarize them with the complete range of activities involved in conducting useful research; special emphasis was placed upon planning and upon development of understanding what services are generally available for learning about efficient data collection and processing.

Considerable use was made of computer facilities at the institution. The equipment was located in the same building as the lecture rooms, and one full-time staff assistant spent most of his time servicing the problems of the attendees. The statistics lectures were closely related to available statistical computer programs; attendees were encouraged to run sample problems through the computer, interpret output with help, and eschew the use of desk calculators. Several attendees made use of computer facilities for problems of their own which were not closely related to the main body of the statistics lectures.

Over the second through fifth weeks substantive principles of design were taught, while the staff exerted considerable effort to become acquainted with the job responsibilities of each attendee. The staff attempted to provide whatever consultation was necessary to enable the attendee to focus upon design problem or problems which would be of interest to the attendee, of potential value to him as a learning experience, and which might, if carried out, contribute some useful information for education as a whole. Efforts of those weeks were intended to prepare the attendee to become highly independent by the last week. At that time each was assigned to a specific staff member, and an attempt was made to assure that at least one completed design would have been investigated in sufficient detail for successful application.

Evaluation of the Program

Evaluation by Staff and Director

It seems correct to state that the institute successfully met the goals for which it was presented. The objectives which were stated for the program might possibly have been stated in terms more amenable to objective evaluation at the conclusion of the institute. However, they seemed to have been appropriate, and it is likely that attendees made satisfactory progress to their attainment.

It is the subjective evaluation of the staff that budget, staff ratio, daily schedule, timing and length of program were quite satisfactory. As director it is possible for me to report that I consider my supporting staff to have been unusually competent and that the level of motivation attendees brought to the institute was fully satisfactory. Housing and classroom facilities seem to have been adequate; it is doubtful that, with the possible exception of use of consultants' time, any appreciable changes would be advocated if a similar institute were to be proposed.

The major problem which existed may be easily remedied in the future. Notification of funding came too late to effectively publicize

the institute! As a result, the director had great difficulty securing fully qualified applicants. Only in June did it become evident that more well qualified applicants were available than were required; by that time action had been taken to accept several applicants who were markedly less qualified than many late applicants who had to be rejected.

Some attendees were accepted from diverse geographical locations. It seems important to note that increased costs for travel which resulted from broad geographical selection were probably repaid by a higher level of intra-group stimulation than would have otherwise resulted. It is the subjective opinion of at least one staff member that a greater geographical dispersion would have been successful.

The staff had mixed feelings about the effectiveness of consultants. This was not due to lack of capability on the part of consultants but rather to the fact that they were not as well integrated into the functions of the institute as they might have been. It seems sensible to continue to advocate use of consultants, but specific attention might be given to assuring that their presence will not contribute to a feelings of discontinuity on the part of attendees.

Beyond failure to provide more rapid notification of funding, USOE policies and performance seem to have been very creditable.

Evaluation by Attendees

An evaluative instrument was prepared for use by attendees when evaluating the program (Appendix A). It was presented to them the Thursday before conclusion of the institute together with a request that they be "hardheaded" in their evaluation. Responses seem to indicate that the institute was of considerable value to them.

Part A of the instrument consisted of eleven items intended to provide an opportunity to evaluate the need for such institutes. Part B contained seventeen items concerned with conduct of the institute while Part C consisted of eight items pertaining to performance of attendees. A five point scale was used for recording responses with "1" a most favorable and "2" a least favorable response.

The internal consistency reliability of responses associated with the 36 item composite was .84 and the 95% confidence interval for its reliability was .74 - .91. This suggests that, while some lack of face validity is evident, responses might be worth discussing. In addition, since the summed "scores" on Parts A, B, and C correlated .75 with the single item (Part D) intended to evaluate general reaction of attendees to the institute, it is possible that the Part D responses are also useful.

Responses to Part A are summarized in Table 1. The mean response for the section was 2.14 even though reverse scoring was more appropriate for Item 8. Thus, generally favorable reaction seems to have been expressed.

Item 5 of Part A seems to provide information of special value to persons planning similar institutes. It is the subjective opinion of the program director that mailings directed to administrative personnel tend to be interpreted as requests to recommend persons already in administrative positions for attendance. As a result, persons who possess considerable verbal and quantitiative ability but who are not in administrative positions will perhaps not be considered for research training unless special efforts are made to encourage administrators to utilize the personnel who are capable without regard to whether or not they have been assigned administrative responsibilities.

Table 1

Percents of Item Category Responses and Mean Item Responses to Part A Items Concerned with Need for the Institute

Item	Response (N=32)					Mean Response
	SA (1)	A (2)	U (3)	D (4)	SD (5)	
1	47	47	3	3	0	1.63
2	0	44	47	9	0	2.66
3	25	44	28	3	0	2.09
4	22	41	16	16	6	2.44
5	6	34	12	41	6	3.06
6	28	66	3	3	0	1.81
7	6	34	12	28	19	1.19
8	0	6	25	47	22	3.84
9	56	38	6	0	0	1.50
10	62	38	0	0	0	1.38
11	34	44	12	9	0	1.97

Responses to Item 8 of Part A seem to clearly specify that attendees believed part-time in-service instruction would not have provided the same benefits which were derived by full-time attendance for six weeks!

Responses to Part B items, which covered conduct of the institute, have been summarized in Table 2. The mean response to items in the category was 2.20 which again suggests that a favorable attitude was being expressed. Of particular interest should be items 9, 10 and 15. Items 9 and 10 reflect concerns about use of consultants. (Perhaps lecture content in general could have been improved?) Item 15 supported the decision to permit attendees to have more time for their own direction during the last week. Highly capable and well motivated attendees may have greater need for competent consultation than for formal lecture?

Table 2

Percents of Item Category Responses and Mean Item Responses to Part B Items Concerned with Conduct of the Institute

Item	Response (N=32)					Mean Response
	SA (1)	A (2)	U (3)	D (4)	SD (5)	
1	44	31	6	12	6	2.06½
2	53	41	6	0	0	1.53
3	31	47	6	16	0	2.06
4	9	37	31	19	3	2.69
5	62	34	3	0	0	1.41
6	41	44	3	12	0	1.88
7	41	37	16	6	0	1.88
8	59	37	3	0	0	1.44
9	9	28	37	22	3	2.81
10	9	19	37	34	0	2.97
11	28	59	6	6	0	1.91
12	22	56	12	6	3	2.13
13	47	47	3	3	0	1.63
14	12	37	28	16	6	2.66
15	6	16	12	53	12	3.50
16	16	50	16	19	0	2.38
17	16	50	6	19	9	2.56

Responses to Part C covered self-evaluation of performance of attendees is summarized in Table 3. The mean item responses was 2.17 which suggests attendees believed their performances were adequate. Responses to Item 3 reveal that attendees did not feel adequately informed about the nature of the institute before their arrival. It seems likely that a considerable fraction of their lack of understanding may have stemmed from the relative strangeness of the term "experimental design." In general, attendees arrived for the institute with vague understandings of what experimental design might be. It is possible that no ordinary amount of effort would be satisfac'ory to resolve this apparent lack in previous education.

Table 3

Percents of Item Category Responses and Mean Item Responses to Part C Items Concerned with Performance of Attendees

Item	Response (N=32)					Mean Response
	SA	A	U	D	SD	
	(1)	(2)	(3)	(4)	(5)	
1	22	69	0	6	3	2.00
2	25	53	16	6	0	2.03
3	6	25	16	47	6	3.22
4	3	62	22	9	3	2.47
5	34	47	16	3	0	1.88
6	31	37	25	6	0	2.06
7	12	69	16	3	0	2.09
8	50	41	6	3	0	1.63

In conclusion, attendees responded to the item: MY GENERAL EVALUATION OF THIS INSTITUTE IS THAT IT WAS WORTH ATTENDING. Response frequencies were:

Strongly Agree - 11
Agree - 16
Uncertain - 4
Disagree - 1
Strongly Disagree - 0

Thus attendees seemed to feel the institute was of value; less formal supplemental remarks gave the same general impression.

Program Reports

Publicity.

In accordance with verbal instructions from USOE, no official notifications of funding were made during the process of soliciting attendees. Instead, mimeographed descriptions of the program were distributed to individuals and offices which it was felt might be interested (Appendix B).

The first series of mailings were transmitted during the first two weeks of April. They consisted of an "Institute Notice" and were directed to approximately 250 school corporations in Indiana and adjacent Illinois together with a mailing to about 150 project directors and others listed in the PACE summary then available. When, by May 1, it became evident that mailings to those sources would not provide a sufficient pool of qualified applicants, an additional mailing of about 500 copies was directed to chairmen and members of science and mathematics departments in Indiana, Illinois and other states. Listings used for those purposes were state department publications and files of applicants for summer institutes at Indiana State University on previous years.

A mailing was also directed to all state departments of education. That mailing was particularly effective. By early June it was evident that continued personal correspondence with interested persons would provide a surplus of qualified applicants. Mailings to other than administrative personnel seemed to attract many highly qualified applicants who would otherwise not have applied. Many were then strongly supported for attendance by their administrators.

Application Summary

a.	The approximate number of inquiries received from prospective trainees was	85
b.	The number of completed applications which were received was	60
c.	The number of first rank applications was	45
d.	The number of applicants offered admission was	39

Trainee Summary

a.	The number of trainees initially accepted was	36

The number of trainees enrolled the first day of the program was 33
(Two cancelled at the very last minute due to serious medical problems in their families and one did not report.)

The number of trainees who completed the program was 32

b. Categorization of trainees

(1) The number of trainees who were principally elementary or secondary public school teachers was 13

(2) The number of trainees who were principally local public school administrators or supervisors was 20

(3) There were no trainees from other categories

Program Director's Attendance

a. The number of instructional days for the program was 30

b. The percent of days the director was present was 93%

Financial Summary

	Budgeted	Expended or Committed
A. Trainee Support		
(1) Stipends	16,200	14,850
(2) Dependency allowance	8,100	4,330
(3) Travel	1,152	1,611
b. Direct Costs		
(1) Personnel	9,449	9,600
(2) Supplies	580	580

	(3) Equipment	000	000
	(4) Travel	874	900
	(5) Other	955	955
c.	Indirect Costs	2,985	2,626
d.	Total	40,295	35,452

APPENDIX A

EXPERIMENTAL DESIGN INSTITUTE EVALUATION

On the right side of each item below CIRCLE the one symbol that most closely approximates the extent to which you agree or disagree with the way the statements describe your feelings or conditions about the experimental design institute.

If you STRONGLY AGREE,	Circle: SA
If you AGREE,	Circle: A
If you are UNDECIDED,	Circle: U
If you DISAGREE,	Circle: D
If you STRONGLY DISAGREE,	Circle: SD

PART A:

1.	There is need to prepare staff members of elementary and secondary school systems to assume responsibilities for research design.	SA	A	U	D	SD
2.	Local school districts are likely to make considerable research use of staff members who have attended institutes such as this.	SA	A	U	D	SD
3.	There is a pool of staff members in elementary and secondary schools who are capable of learning much as a result of attendance at institutes such as this.	SA	A	U	D	SD
4.	Members of science and mathematics departments are likely to be able to serve in research design and advisory capacities than are members of other departments.	SA	A	U	D	SD
5.	Persons already in administrative positions, regardless of their background, should constitute the major pool from which attendees should be selected.	SA	A	U	D	SD
6.	Experimental design is an appropriate focal topic for useful research institutes.	SA	A	U	D	SD
7.	A six-week institute is sufficiently long to provide adequate learning for attendees.	SA	A	U	D	SD
8.	A part-time in-service institute would have better met my needs.	SA	A	U	D	SD

9.	Even after they have participated in an institute, attendees will wish to have competent consultative services readily available.	SA	A	U	D	SD
10.	It is important that institute attendees be screened for possession of high motivation and capability for independent study.	SA	A	U	D	SD
11.	It is important that institute attendees be screened according to the amount of time their district will actually allow them to have free for research purposes.	SA	A	U	D	SD

PART B:

1.	Dormitory and other housing facilities of Indiana State University and its immediate environs were adequate for conduct of the institute.	SA	A	U	D	SD
2.	Food services of Indiana State University were adequate for conduct of the institute.	SA	A	U	D	SD
3.	Library services of Indiana State University were adequate for conduct of the institute.	SA	A	U	D	SD
4.	Recreational and other entertainment opportunities were adequate to meet the needs of attendees.	SA	A	U	D	SD
5.	The computer facilities were an important asset and opportunity of the institute.	SA	A	U	D	SD
6.	It was apparent that, as a group, the staff were adequately qualified to meet the needs and goals of the attendees.	SA	A	U	D	SD
7.	It was apparent that, as a group, the staff were adequately qualified to meet the needs and goals of the institute.	SA	A	U	D	SD
8.	The assistants were adequately qualified to give necessary supportive instruction and consultation.	SA	A	U	D	SD
9.	The timing and appropriateness of the visiting consultants added to the value of the institute.	SA	A	U	D	SD

10. The topics covered by the visiting consultants were pertinent and valuable to the majority of attendees. SA A U D SD

11. The resource materials available were quite adequate (library resources, books, handouts, etc.) SA A U D SD

12. The general format and scheduling of the institute was well balanced between formal lecture, free time, and seminar periods. SA A U D SD

13. Staff and assistant consultations were sufficiently available and constructive. SA A U D SD

14. Lectures by staff were well presented and allowed sufficient flexibility to meet the purposes of the attendees. SA A U D SD

15. Additional formal presentations should have been arranged for the last week. SA A U D SD

16. Sufficient time was devoted to formal design sessions compared with consultations, statistics, and seminars. SA A U D SD

17. Sufficient time was devoted to statistics compared with design lectures, seminars, and consultations. SA A U D SD

PART C:

1. I feel that my background preparation was sufficient for me to benefit from the activities of the institute. SA A U D SD

2. I feel that my time and efforts were appropriately spent while attending the institute. SA A U D SD

3. I was adequately aware and informed as to the purposes of the institute prior to my arrival. SA A U D SD

4. I feel that I have received adequate training and instruction in the techniques of experimental design and can apply my knowledge to problems in my school system. SA A U D SD

5. Institutes similar to this one would be beneficial in succeeding years.	SA	A	U	D	SD
6. In order to be most meaningful, a follow-up institute or program should be available to me.	SA	A	U	D	SD
7. I believe I can successfully encourage and assist others in my school system in understanding and undertaking research projects.	SA	A	U	D	SD
8. I gained an appreciable amount from the opportunity to interact with other attendees.	SA	A	U	D	SD

PART D:

1. My general evaluation of this institute is that it was worth attending.	SA	A	U	D	SD

PART E: (This section is optional)

1. Please cite any strong points you consider worth mentioning.

2. Please cite any institute weaknesses you consider worth mentioning.

APPENDIX B

INDIANA STATE UNIVERSITY

Terre Haute, Indiana 47809

It is either quite sure or certain that a proposal for a summer institute having the title "Experimental Design for Local School Districts" which I submitted to the U. S. Office of Education for funding for the program period from July 18, 1966 through August 26, 1966 will be supported. I am not able to announce funding of the program at this time but, subject to negotiation of a contract, am permitted to proceed with attempts to contact groups and individuals who might be interested in submitting names of persons who wish to be attendees.

The proposal is for an institute directed to preparation of personnel in local school districts who may assume responsibility for design phases of local district research and implementation endeavors. Five topical areas will be studied over the six weeks: (1) general research concepts, (2) research design, (3) statistical analysis of data, (4) data processing procedures, and (5) writing the research report. It will be the purpose of the institute to bring attendees up-to-date on what is currently going on in classroom research after which they will be given essential information they need to select and implement appropriate designs and, when desirable, to present them as formal proposals for funding.

Among other advantages, it is thought that attendees will return to their districts with greatly increased capability to effectively apply for and utilize Title I and Title III funds.

Applicants must be under contract with a public or private elementary or secondary school and have been designated by their school administration to be persons whose research capabilities are to be utilized by the school corporation for consultative and design purposes. Applicants are to be judged for acceptance by their rankings on the following criteria:

1. Completion of graduate level preparation.

2. Having had preparation in quantitative areas such as mathematics and the physical sciences.

3. Having held a contract with the district in which they are currently employed for more than one year.

4. Having demonstrated leadership abilities in their associations with classroom teachers.

5. Having been convincingly designated by their school corporation as an individual with at least some time released for coordination, generation and conduct of research endeavors.

6. Having demonstrated capacity for self-direction in study.

Letters of recommendation and academic transcripts are to be utilized by a committee chaired by myself to determine final acceptance for participation. The institute will be held on the campus of Indiana State University. Attendees will receive a stipend of seventy-five dollars ($75.00) per week and fifteen dollars ($15.00) per week for a limited number of dependents. They will also receive remuneration for one round-trip from their home to the campus. If desired, graduate academic credit may be earned while in attendance.

If you wish to recommend someone for attendance or would yourself like to make application, a communication indicating interest may be addressed to me at Indiana State University. When a contract has been negotiated, formal application procedures will be provided for those interested persons whose names have been received.

Sincerely,

Daniel P. Norton, Director,
Research in Education,
Indiana State University

DPN/skd

Institute Notice!!! Institute Notice!!! Institute Notice!!!

EXPERIMENTAL DESIGN FOR LOCAL SCHOOL DISTRICTS

A special six-week institute will be conducted on the Indiana State University campus over the interval from July 18-August 26, 1966. The institute will be supported under the Research Training Program of the Elementary and Secondary Education Act. Its purpose is to prepare attendees to return to their employing districts with greatly increased competence as consultants for and initiators of research projects.

Among other advantages, it is thought that attendees will acquire greatly increased capability to apply effectively for and utilize Title I and Title III funds.

Five topical areas will be studied over the six weeks: (1) general research concepts, (2) research design, (3) statistical analysis of data, (4) data processing procedures, and (5) writing the research report. It will be the purpose of the institute to bring attendees up-to-date on what is currently going on in classroom research after which they will be given essential information they need to select and implement appropriate designs and, when desirable, to present them as formal proposals for funding.

Supporting staff and consultants will be drawn from the Manitowoc, Wisconsin public schools, Illinois State University, Ohio State University, and the University of Iowa.

Applicants must be under contract with a public or private elementary or secondary school and must be designated by their school administration to be persons whose research capabilities are to be utilized by the school corporation for consultative and design purposes. Applicants are to be judged for acceptance by their rankings on the following criteria:

1. Having undertaken graduate level preparation.

2. Having had preparation in quantitative areas such as mathematics and the physical sciences.

3. Having held a contract for more than one year with the district in which they are currently employed.

4. Having demonstrated leadership abilities in their associations with classroom teachers.

5. Having been convincingly designated by their school corporation as an individual with at least some arranged or released for coordination, generation and conduct of research endeavors.

6. Having demonstrated capacity for self-direction in study.

Of course, applicants who rank very high on all criteria may be few. However, the institute staff will be anxious to provide carefully individualized direction to motivated individuals who are desirous of preparing themselves to engage in development and conduct of educational research even though their talents may in part be latent. Thus such persons as science and mathematics teachers who may not have taught long enough to acquire extensive leadership experience and whose graduate preparation has just begun will be welcomed as applicants provided that they rank well on other criteria.

Attendees will be eligible to receive a basic stipend of $75 per week. If dependents are in temporary residence at ISU during the time the institute is being conducted, an allowance of $15 per week per dependent may be claimed. One round trip to and from the Terre Haute campus will be supported at 8¢ per mile. Tuition and fees are to be paid for participants through contract with the USOE. Up to 6 semester hours of credit may be obtained.

Housing and meals will be available in dormitories on campus. All classrooms and work areas will be air-conditioned as well as at least the main floor of dormitories.

No deadline has as yet been set for submission of applications. However, first notices of acceptance will be sent not later than May 21, 1966. A total of 36 applicants will ultimately be accepted with a limited number of positions held for persons who, because of late notification of funding, had not been contacted by an earlier date.

Interested persons are urged to initiate application at the earliest possible time. Letters of recommendation and academic transcripts are to be utilized by a committee chaired by the Director to determine final acceptance for participation.

Application is to consist of:

1. A letter describing the applicant's background. When preparing the letter, care should be taken to indicate how the applicant meets the various criteria stipulated earlier in this notice. (A brief note indicating intention to apply could precede this letter.)

2. A letter submitted by an administrative official who is able to describe adequately how the school district which employs the applicant supports his application.

3. Submission of academic transcripts from the institution which granted the applicant the baccalaureate degree and the institution or institutions at which relevant graduate courses were taken.

Applications and inquiries should be addressed to:

Dr. Daniel P. Norton, Director
Experimental Design Institute
203 Stalker Hall
Indiana State University
Terre Haute, Indiana 47809